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THE WONDERFUL VERMONT BOY.

THE following letter is copied from the Boston "Herald and Journal." It is dated at Concord, New Hampshire, January, 1846, and appears under the signature of "Henry W. Adams, Agent American Bible Society." We have not the pleasure of a personal acquaintance with Mr. Adams, but, from his employment, he should be a person entitled to credit, and, as we have unbounded faith in the capacities of the human soul, we readily accord our belief to the correctness of Mr. Adams's statements. We are sure that a perusal of the account will give our readers pleasure.

"Mr. Editor; Being, a few days since, in the vicinity of Royalton, Vermont, on business connected with my Bible agency, I was induced, by the reports I had often seen in the public prints of a remarkable boy of that town, to pay him a visit. The name of this precocious youth is Truman Henry Safford, Jr. He is the son of T. H. and Louisa Safford, of Royalton, Vermont. He was born the sixth day of January, 1836. He was consequently ten years old last Tuesday, the sixth of January, 1846. His constitution is frail, his health, though more robust than a year since, is yet delicate, his limbs small, his hair dark, his eyes dark, projecting and indescribably brilliant, and his countenance pallid, yet open, smiling, and beaming with intelligence. He is exceedingly modest and unassuming. He never boasts; never shows the least pride after performing his wonderful intellectual exploits. But he is retiring in his manners, though free to converse when spoken to, and in disposition as gentle as the lamb. He probably does not fully realize his greatness. He reads every thing that comes in his way; consequently, he often sees the various puffs of him that are frequently seen floating in the papers. He also is often complimented by distinguished visiters. But his parents tell him not to believe all these encomiums, as there is often a great deal of humbug in the world. This has the effect to make him quite unmindful of praise. His wonderful powers of mind began to be developed when very young. At the age of twenty months, he learned his letters. Before three years old, he would reckon time upon a clock almost intuitively. He also learned to enumerate according to the Roman method from Webster's spelling book. He commenced going to school when three years old; but this he did not like. His mode of study was perfectly unique. He did not pursue the common, circuitous route to the results of study. Since then, he has been a very little, and now goes none at all. Probably no college in the United States could instruct him much, if any. When he first began to go to school, his teachers could not comprehend his ways, nor instruct his infant mind. Every branch of study he could master

alone with rapidity and ease. He commenced Adams's New Arithmetic on Tuesday morning, and finished it completely on Friday night! And when he finishes a book, it is done perfectly. He would not fully set down his sums, but cover his slate with a shower of figures, and at once bring out the answer. The teacher would look on in astonishment, unable to keep up with him, or to comprehend his operations, carried on in his mind with the rapidity of lightning, and then dashed on to the slate, no matter which end first. His thirst for all kinds of knowledge is very great. The whole circle of the sciences is as familiar to him as a household word. His father obtained for him Gregory's Dictionary of the Arts and Sciences, in three large volumes. This work, you know, is a vast encyclopædia of knowledge, treating briefly upon all branches of human knowledge. This was just the work he wanted; for an outline of any thing is enough, — he can make the rest. It was this book that first gave him a taste for the higher mathematics. Here he found the definition of a logarithm, and from this alone, went on and made almost an entire table of them before ever seeing one. One day he went to his father, and told him he wanted to calculate the eclipses and make an Almanac! He said he wanted some books and instruments. His father tried to put him off; but the boy followed him into the fields and whithersoever he went, begging for books and instruments, with a most affecting importunity. Finally, his father promised to accompany him to Dartmouth College, and obtain for him, if possible, what he wanted. At this, the boy was quite overjoyed; so much so, that when they hove in sight of the college, he cried out in raptures, 'O, there is the college! There are the books! There are the instruments!' But they did not find all they wanted. At Norwich, however, they made up their complement. On coming home, the boy took Gummere's Astronomy, opened it *in the middle*, rolling it to and fro, and, dashing through its dry and tedious formulas, *went out at both ends*. By the way, this is his usual mode of study. He does not begin any book at the beginning, but always in the middle, and then goes with a rush both ways. I asked him if, when he opened Gummere's Astronomy *in the middle*, he could comprehend those complicated formulas which depended on previous demonstrations. He replied, he could generally, but sometimes he 'looked back a little.' On arriving home, he projected several eclipses, and also calculated them through all their tedious operations by figures. This, as all mathematicians know, involves a knowledge of the labyrinths of mathematics, and also of formulas and processes most complicated and difficult. He has recently made an Almanac for A. D. 1846. Two editions, — the first of seven thousand copies, and the second of seventeen thousand, — have already been published and nearly all sold. It is but just to young Safford to say, that the miscellaneous parts of the Almanac, so foolish and devoid of taste, were prepared by a young man employed by the publishers of the work. This is a great pity. It is to be hoped that such *twaddle* will not be carried through a third edition. The contrast between the *two authors* is too awful. In the Almanac are the calculations of two eclipses of the sun, wrought out wholly by its infant author, besides other valuable tables; especially one showing the amount of duties on wool, under all the tariffs since the formation of the government up to the act of 1842. This table the boy calculated alone. And that he calculated, without aid, the two eclipses of the sun, is attested by the published certificates of judges, doctors, lawyers, and clergymen. If any still doubt the boy's ability to calculate an eclipse and explain all its parts, I would recommend them to go to Royalton, Vermont, where he is now to be seen, and, by a personal examination, satisfy themselves. He will not only bury you, in a minute, beneath a flood of figures, signs, tangents, co-signs, and co-tangents, but he will use all the technical terms of mathematics with the greatest precision, — dashing through abstruse formulas, and narrating every step of his work with ease, rapidity, and never-failing accuracy. When in his presence, under such circumstances, if any one, even the most learned, can repress the emotions of wonder that must struggle in his soul, and not feel that he is in the presence of a superior being, I confess I shall be very much surprised. Not satisfied with the old, circuitous process of demonstration, and impatient of delay, young Safford is constantly evolving new rules for abridging his work. He has found a new rule by which to calculate eclipses, hitherto unknown, so

far as I know, to any mathematician. He told me it would shorten the work nearly one third. When finding this rule, for two or three days he seemed to be in a sort of trance. One morning, very early, he came rushing down stairs, not stopping to dress him, poured on to his slate a stream of figures, and soon cried out, in the wildness of his joy, 'O, father, I have got it! I have got it! It comes! it comes!' I questioned him respecting this rule. He commenced the explanation. His eyes rolled spasmodically in their sockets, and he explained his work with readiness. To hear him talk so rapidly, and yet so technically exact, and so far above the comprehension of all, save the most profound mathematician, put to flight all my doubts, and filled me with utter astonishment. He said he did not know as his new rule would work in all cases, but as yet it had. He also remarked, that the nearer noon the eclipse came on, the easier it was to apply his rule. But young Safford's strength does not lie wholly in the mathematics. He has a sort of mental absorption. His infant mind drinks in knowledge as the sponge does water. Chemistry, botany, philosophy, geography, and history, are his sport. It does not make much difference what question you ask him; he answers very readily. I spoke to him of some of the recent discoveries in chemistry. He understood them. I spoke to him of the solidification of carbonic acid gas, by Professor Johnston, of the Wesleyan University. He said he understood it. Here his eyes flashed fire, and he began to explain the process! When only four years old, he would surround himself upon the floor with Morse's, Woodbridge's, Olney's, Smith's, and Malte Brun's Geographies, tracing them through and comparing them, noting all their points of difference. His memory, too, is very strong. He has pored over Gregory's Dictionary of the Arts and Sciences so much, that I seriously doubt whether there can be a question asked him, drawn from either of those immense volumes, that he will not answer instantly. I saw the volumes, and also noticed he had left his marks on almost every page. I asked to see his mathematical works. He sprang into his study, and produced me Greenleaf's Arithmetic, Perkin's Algebra, Playfair's Euclid, Pike's Arithmetic, Davies's Algebra, Hutton's Mathematics, Flint's Surveying, the Cambridge Mathematics, Gummere's Astronomy, and several Nautical Almanacs. I asked him if he had mastered them all. He replied that he had. And an examination of him, for the space of three hours, convinced me he had; and not only so, but that he had far outstripped them. His knowledge is not intuitive. He is a *pure and profound reasoner.* In this he excels all other geniuses of whom I ever read. He can not only reckon figures in his mind with the rapidity of lightning, but he reasons, compares, reflects, and wades at pleasure through all the most abstruse sciences, and comprehends and reduces to his own clear and brief rules the highest mathematical knowledge. His mind is constantly active. No recreation or amusement can avail, for any length of time, to divert him from mental effort. Being accompanied by Rev. C. N. Smith, of Randolph, Vermont, who was acquainted with Mr. and Mrs. Safford, I had free access to the boy, and ample opportunity for a long and thorough examination. I went firmly expecting to be able to confound him, as I previously prepared myself with various problems for his solution. I did not suppose it possible for a boy of ten years only, to be able to play, as with a top, with all the higher branches of mathematics. But in this I was disappointed. Here follow some of the questions I put to him, and his answers. I said, 'Can you tell me how many seconds old I was last March, the 12th day, when I was twenty-seven years old?' He replied, instantly, '85,255,200.' Then said I, 'The hour and minute hands of a clock are exactly together at 12 o'clock: when are they next together?' Said he, as quick as thought, '1h. 5 5-11m.' And here I will remark, that I had only to read the sum to him *once.* He did not care to see it, but only to hear it announced *once*, no matter how long. Let this fact be remembered in connection with some of the long and blind sums I shall hereafter name, and see if it does not show his amazing power of perception and comprehension. Also, he would perform the sums mentally and on a slate, working by the briefest and strictest rules, and hurrying on to the answer with a rapidity outstripping all capacity to keep up with him. The next sum I gave him was this: 'A man and his wife usually drank out a cask of beer in 12 days; but when the man was from home, it lasted the woman 30 days: how many days would the man alone be drinking it?' He whirled

about, rolled up his eyes, and replied at once, '20 days.' Then said I, 'What are the values of x, in the equation $a^2+b^2-2bx+x^2=\frac{m^2x^2}{n^2}$?' He sprang to his slate, dashed on a few figures, and replied in about a minute, $x=\frac{n}{n^2-m^2}(bn+\sqrt{a^2m^2+b^2m^2-a^2n^2})$. He also gave me the negative value of x.

"Then said I, 'What number is that which, being divided by the product of its digits, the quotient is 3; and if 18 be added, the digits will be inverted?' He flew out of his chair, whirled round, rolled up his wild, flashing eyes, and said, in about a minute, '24.' Then said I, 'Two persons, A and B, departed from different places at the same time, and travelled towards each other. On meeting, it appeared that A had travelled 18 miles more than B; and that A could have gone B's journey in 15 3-4 days, but B would have been 28 days in performing A's journey. How far did each travel?' He flew round the room, round the chairs, writhing his little body as if in agony, and in about a minute sprang up to me and said, 'A travelled 72 miles and B 54 miles—didn't they?' 'Yes.' Then said I, 'What two numbers are those whose sum, multiplied by the greater, is equal to 77; and whose difference, multiplied by the less, is equal to 12?' He again shot out of his chair like an arrow, flew about the room, his eyes wildly rolling in their sockets, and in about a minute said, '4 and 7.' 'Well,' said I, 'the sum of two numbers is 8, and the sum of their cubes 152. What are the numbers?' Said he, instantly, '3 and 5.' Now, in regard to these sums, they are the hardest in Davies's Algebra. I have had classes of one hundred scholars who have not been able to perform several of them. But young Safford, at one reading, comprehended them at a flash, and returned, almost instantly, correct answers. He also gave me correct algebraic formulas for doing them. Then I took him into plane trigonometry. Said I, 'In order to find the distance between two trees, A and B, which could not be directly measured, because of a pool which occupied the intermediate space, the distance of a third point, C, from each was measured, viz. C A = 588 feet, and C B = 672 feet, and also the contained angle A C B = 55° 40′: required the distance A B.' He seized his slate, covered it with a group of figures, performed some of it mentally, and brought out the answer in about two minutes, saying, '592.967 feet.' I then gave him this, in the mensuration of surfaces: 'What is the area of a trapezoid whose parallel sides are 750 and 1225, and the altitude 1540?' He walked rapidly across the floor, and whirled about to and fro, and replied, '152,075.' Then said I, 'If the diameter of the earth be 7921, what is the circumference?' He said, instantly, '248,846,136.' To do this, he multiplied 7921 by 3.1416. This he did mentally, quicker than I could write the answer. Then I gave him this: 'How many acres in a circular piece of ground, whose circumference is 31,416 miles?' He sprang on to his feet, flew round the room, and in a minute said, '50,265.6.' Then said I, 'Required the number of acres of blue sky in an ellipse whose semi-axes are 35 and 25 miles?' He began to walk the floor again, twisting his little body, and whirling his eyes spasmodically, and, in about a minute, said, '1,759,296 acres.' 'How did you do it?' said I. Said he, 'Multiply the semi-axes together, and that product by 3.1416, and that product by 640.' 'And did you perform the entire operation in your mind so soon?' 'Yes, sir.' Then I took him into the mensuration of solids. Said I, 'What is the entire surface of a regular pyramid, whose slant height is 17 feet, and the base a pentagon, of which each side is 33.5 feet?' In about two minutes, after amplifying round the room, as his custom is, he replied, '3354.5558.' 'How did you do it?' said I. He answered, 'Multiply 33.5 by 5, and that product by 8.5, and add this product to the product obtained by squaring 33.5, and multiplying the square by the tabular area taken from the table corresponding to a pentagon.' On looking at this process, it is strictly scientific. Add to this the fact, that I was examining him on different branches of mathematics, requiring the application of different rules, and that he went from one sum to another with rapidity, performing the work in his mind, when asked to, and the wonder is still greater. Then I desired him to find the surface of a sphere. 'Hence,' said I, 'required the area of the surface of the earth, its diameter being 7921 miles.'

He replied, as quick as thought, '197,111,024 square miles.' To do it, he had to square 7921 and multiply the product by 3.1416. Then I wished him to give me the solidity of a sphere; therefore said I, 'What is the solidity of the earth, the mean diameter being 7918.7 miles?' He writhed about, flew rapidly about the room, flashed his eyes, and in about a minute said, '259,992,792,083.' To do this, he multiplied the cube of 7918.7 by 5236. I believe he used a few figures in doing this sum; but it was not necessary, as he performed a much larger one in his mind, as I shall soon show. The next sum I gave him was this: 'How many rails will it require to fence a circular field, so that there shall be as many acres in the field as there are rails round it, — the fence being five rails high and the rails ten feet long, or laying ten feet on the circumference?' 'O,' said he, 'I guess I can't do it.' 'O, yes, I can!' said he, leaping on to the floor, and hurrying about the room; and, in about two minutes after he put his mind upon it, he said, 'It will take 136,848,096 rails.' The mode of doing this was ingenious, and shows his power of comprehending not only the nature of a sum, but also the mode of performing it. On asking him to explain how he wrought it, he replied, 'If five rails fence ten feet of the circumference, one rail will fence two feet; then I shall have fenced a piece of ground two feet at the circumference and 0 at the centre. But by dividing this in the centre, and reversing the ends, it will be one foot wide. Now, how far must this strip of land extend to make an acre? Multiply 160 by 272 1-4, and it will give the square feet in an acre, which is 43,560. This is the radius of the circle. Twice this is the diameter, and the diameter, multiplied by 3.1416, gives the feet in the circumference, and that product, divided by 2, gives the number of rails and the number of acres. Or, which is the same thing, as 2 is both a multiplier and a divisor, neglect both steps, and the radius, multiplied by 3.1416, gives the answer.' Now, let it be remembered, that this boy is only *ten years old*, — that he did this sum for the *first* time, in about *two minutes*, almost wholly in his head, — and who can account for it? Then I asked him about his rule respecting the intersection of circles and the cutting away of the area, as reported by Professor Denison. He said it was wrong, and explained to me satisfactorily how the error occurred. The fact is, the boy is sometimes apparently lost in thought, or absent-minded, and unless he is often told to keep his mind on his work, he may, the first you know, be reading or studying out something that seems suddenly to come to his mind. It is possible that this had something to do with the error alluded to. This mistake has been fully explained by his father, in the New York Observer. To test him on this point, I inquired, 'Suppose two equal circles cut each other 6-12 of their diameter, how much of the area will be cut away?' Said he, *instantly*, '391 one thousandth.' 'How do you know?' said I. He seized his pencil and slate, drew a diagram, and demonstrated this property, that the area intercepted between the circles is equal to twice the area of a segment of a circle, the area of which circle is equal to one; and the height of the segment is equal to the diameter of the circle multiplied by the number of digits intercepted between the circumference of the two circles, and divided by 24, or 2×12. I then asked him to give me the cube root of 3,723,875. He replied, quicker than I could write it, and that mentally, '155, is it not?' 'Yes.' Then said I, 'What is the cube root of 5,177,717?' Said he, '173.' 'Of 7,880,599?' He instantly said, '199.' These roots he gave, calculated wholly in his mind, as quick as you could count one. I then asked his parents if I might give him a hard sum to perform *mentally*. They said they did not wish to tax his mind too much, nor often to its full capacity, but were quite willing to let me try him once. Then said I, 'Multiply, *in your head*, 365,365,361,361,365,365 by 365,365,365,365,365,365!' He flew round the room like a top, pulled his pantaloons over the top of his boots, bit his hand, rolled his eyes in their sockets, sometimes smiling and talking, and then seeming to be in agony, until, in not more than one minute, said he, '133,491,850,208,566,925,016,658,299,941,583,225!' The boy's father, Rev. C. N. Smith, and myself, had each a pencil and slate, to take down the answer, and he gave it to us in periods of three figures each, as fast as it was possible for us to write them. And, what was still more wonderful, he began to multiply at the left hand, and to bring out the answer from left to right, giving first, '133, 491,' &c. Here, confounded above measure, I gave up the examination. The boy looked pale, and said he was tired. He said it was the largest sum he

ever did! In conclusion, I am aware that this narrative is almost incredible. But let it be remembered, that I went a skeptic, took a good witness with me, examined the boy carefully, and here pledge my sacred honor, that all I have here stated is true. Rev. Mr. Smith, of Randolph, Vermont, is a witness to the correctness of this report. Further, if any are disposed to disbelieve my statement, I beg them to make a tour to Royalton, Vermont, where they will find the boy, and have an opportunity to examine him for themselves. I was informed, that he had been offered $1000 a year to cast interest for a bank not far from his father's. Mr. Safford has received many urgent proposals to permit his wonderful son to be carried round the world for exhibition, but he will not consent. Gentlemen of wealth have offered pecuniary aid to furnish the boy with books, &c.; especially one of Cincinnati, — the patron of the distinguished Powers."

Now, what are the desires which a wise man ought to feel after reading such an account as the above? After gratitude to God for the creation of such intellectual powers, ought he not to wish that these powers may be preserved as a source of blessings to mankind? Here is a boy, only ten years old, who rivals, and, in one respect, surpasses, the profoundest mathematicians; for he solves problems in a twinkling which they must work out by tedious and pains-taking processes. Here is a boy, at the age of ten, — an age when not one boy in ten, in the country, can do any thing more than the simplest sums in the simplest rules, — multiplying, *in his head*, eighteen figures by eighteen figures, and bringing out a product of thirty-six figures, correctly, in one minute of time; and not merely extracting roots and making logarithms, but measuring the superficial and the solid contents of the earth itself, as a man measures a yard of cloth or a bushel of apples, and casting eclipses of the sun and moon. Should this boy go on for sixty, forty, twenty, or even for ten years, surpassing others of his age as much as he now surpasses them, what wonders of omnipotent wisdom might he not reveal; what unimaginable blessings might not his discoveries confer upon the race! But such results, we fear, are beyond the flight of the strongest-winged hope. The boy is doubtless foredoomed. Nature has given him a soul too mighty for the form in which it is enshrined. We are told that his constitution is "frail;" that his health is "delicate;" his limbs "small;" his eyes "indescribably brilliant;" and his countenance "pallid." And yet the reverend gentleman who saw, and who has given us these indications of preternatural excitement and of an early death, — in company with another reverend gentleman, and in the presence of his father, — examined him, "*for the space of three hours*," on previously prepared questions of the most difficult character; and though the boy's eyes "rolled spasmodically" and "flashed fire," — though, at almost every question, he "flew round the room, writhing his body as if in agony," "whirling to and fro," and "twisting" himself into a coil, — yet the examination was pushed on for "three hours," with as little compunction as is felt by an inquisitor when torturing a heretic. Who could wonder, if, in those intense mental paroxysms, those

swift revolutions of the machinery of thought, the centrifugal force had prevailed, and the spirit had elanced itself into eternity? Who could wonder, if, in that intense heat, the diamond had been carbonized, and lost its brilliancy forever? Surely, while we sympathize most heartily with the examiner in his admiration of the boy's capacities, we must express a hope that no future visiter will ever be so dazzled by the genius of this prodigy as to become blind to the fact, that he has a physical as well as a spiritual nature.

We rejoice to recognize some evidences of good sense on the part of the father, in his treatment of the child. For instance, when a neighboring bank offered him $1000 a year for the boy's services, in casting interest, the father promptly refused the offer. What a true, first-born son of Mammon must he have been, who would turn such a soul into an Interest-Table! Were heaven accessible to such a man, he would kidnap an angel, and put him behind a counter, to cast cent. per cent., with a quill plucked from his own wing. Equally impious was the idea of hiring the boy for the purpose of carrying him about the country as a show, like the learned pig, or like General Tom Thumb. It would be the basest profanation to convert such powers to mercenary ends. The boy belongs to posterity, to the race. Some rich man, — all rich men, — ought to offer their gold as though it were dross to supply every thing that may be necessary; *first*, for the preservation of his powers, — that is, his life and health, — and then for suitable means and implements with which, and a theatre upon which, he may act. His health is the first thing to be cared for. His books should not be taken away from him, but he should be led away from his books. The open air, the fields, the woods, innocent and gently exciting amusements, athletic sports, such as his strength will bear, should be his regimen. He needs a physiologist for his body more than a tutor for his mind. Interchange of activity and rest, proper diet, daily ablution, should be observed. He should be taken to wander by the margin of the streams, to breathe the pure air of the mountain top; and if he cannot otherwise be relieved from a proneness to this intense mental action, he should be sent under the care of some Mentor on a sea voyage, where the bracing air of the ocean and the physical appetite which it gives, might build up his body into robustness and the capacity of endurance; where his spirit should be wooed outward, and fewer stimulants be applied to his excitable mind. Why are not the purses of the wealthy piled in a heap before him, for these purposes? How can an opulent man satisfy his soul by hanging a dead picture upon his walls, or tenanting his room with busts of insensate marble, while such an ethereal, immortal essence, — such an in-see-er into the laws of God, — is in hourly danger of leaving the earth, which is too besotted to receive him?

We were vastly more pleased with those problems, wrought by young Safford, which evinced thought, than by the mere mechanical processes of multiplication, wonderful as the latter were. Zerah Colburn must have had a multiplication table a yard square; but he wore it out, before its texture was strengthened, or its figures were enduringly impressed; and at last it dwindled down to the old-fashioned one of twelve times twelve. There is an authentic anecdote of Colburn, which it is worth while here to repeat in order to save parents and teachers from the folly of cultivating merely mechanical dexterity, however wonderful it may be. When in England, a boy was brought to match him. But, in multiplication, Colburn could subtend a square on each side of his rival's table, fill up the corners, and then multiply the whole; while in mathematical processes, where the exercise of the reasoning powers were required, his competitor greatly surpassed him. That competitor is now Professor Hamilton, of Dublin, one of the greatest mathematicians of the age.

Is there no man, at once wealthy and benevolent, who will save the boy, Safford, from death and the banks?

Triumphs of Education. — Behold what education has done in its diffusive benevolence, embracing in its expansive philanthropy the entire family of man, and adapting its beneficent instrumentalities to the most melancholy examples of physical privation, and supplying the lack of the external senses, when they are destroyed by casualty or disease; and even when absent from birth! Among the trophies of education, gained by the ingenuity, skill and science of devoted teachers, whose labors are consecrated to our public charities, the blind are made to see, the deaf to hear, the dumb to speak; and even when all these infirmities coëxist, — as in the case of Laura Bridgman, — and seem to shut out the light of knowledge by closing every ordinary avenue to the soul; still that indomitable genius, Doctor Howe, has surmounted every one of these impenetrable barriers, and literally created a telegraphic communication of intellectual electricity, evoking sight without eyes, and sound without ears, and speech without a tongue; and thus he pours its blessings into the mind and heart of his lovely pupil, whose responses, while they have astonished the world, have crowned his name, as a professional educator, with imperishable renown. — *Dr. J. M. Reese.*

Dress. — There is not in the world a surer sign of a little soul, than the striving to gain respect by such despicable means as dress and rich clothes; none will depend on these ornaments, but they who have no other.

THE following excellent views on the subject of PARENTAL GOVERNMENT are extracted from a sermon delivered a few months since, by the Rev. Dr. Sharpe, of Boston, on the text, Colossians, iii. 21, "Fathers, provoke not your children to anger, lest they be discouraged." We copy from the "Christian World." Since the sermon was delivered, Dr. Sharpe has been elected a member of the Boston School Committee.

"The apostle never urged one class of duties, without considering that there were other and correlative duties equally important. He exhorted children to be obedient to their parents in all things; and as this implies the rightful exercise of power and authority on the part of parents, he cautions them against the abuse of their power and authority. They were to control, but not to coerce,—they were to command their children, but not to provoke them. Their authority was to be for good, not for evil,—it was to be reasonable, but not arbitrary. Just at the point where they might pervert their power, they were forbidden to do so."

"It is the duty of children to obey the commands of their parents; but then they have a right to hope that these will be reasonable. Children may expect to be ruled, but not with a rod of iron. No power is so grateful to the heart as that of love; and therefore, no power is so uncontrollable. And if men should govern by affection any where, it should be in the family. That is a circle in which love should reign. The severest measures should be the result of a calm, deliberate and tender concern for the interests of the whole family. But power is liable to abuse. And even parents, yielding to temper, and unbalanced by the unreasonableness of their children, may exercise their authority unreasonably. Hence the apostle says, 'Parents, provoke not your children,' &c. We are not to suppose that parents are forbidden to say or do things which may possibly provoke their children to anger, — because children may be so headstrong, unreasonable, and fiery, as to take offence at the calmest cautions, and at the most reasonable restraints. He therefore, who, for the sake of peace, surrenders his authority, not only misses his aim, but endangers the true interests of his family."

"There are cases, no doubt, when severe measures, however painful to the feelings of a parent, are necessary. If advice be disregarded, and remonstrances are unheeded, and offences are again and again repeated, then he who spareth the rod hateth his child. Even then, however, a parent should smite not in wrath, but in love. He should chastise not for his own pleasure, but for his child's profit.

"In most instances, however, corporal severity is unnecessary,— scarcely ever, if there be a rational, uniform, affectionate and firm system of paternal government. Where there is

much of correction, it is the hand taking the place of the judgment; — it is temper supplying the place of reflection; — it is haste taking the place of patience; — it is doing what requires no thought, in preference to a sober and protracted inquiry. How can I reclaim my child from his waywardness, and bring out the better qualities of the mind and the heart? And let it never be forgotten, that corporal severity generally fails of its purpose. The most turbulent and unruly children you can find any where, are those who are beaten most frequently and most unmercifully.

"I grant, that, in the age of Solomon, when the vast multitude of human beings could neither read nor write, and of course when there was but little just thinking, — the rod was necessary in maintaining order and authority. It supplied the place of reason and argument to those who were incapable of exercising or understanding either. But another, a better rod has been discovered, — one better adapted to the present state of society. I mean, the rod of moral power. In other words, parents and teachers now feel the importance of governing their children and scholars, more by touching their minds than their bodies. They now exercise authority by instructing their children, by creating a good family opinion, as to what is proper or improper, right or wrong, and especially by enlightening the individual conscience, and by training up to right habits. This is the most effective and elevating kind of discipline. It is astonishing how many generations have passed away, without any other thought, than that evil tempers and refractoriness were to be rooted out by lacerating and bruising the bodies of children, rather than by informing their minds and consciences.

"There is so much sound wisdom and good feeling expressed on this subject, in the words of Anselm, archbishop of Canterbury, made hundreds of years ago, that, although the style is antiquated, I cannot refrain from repeating them. He was censuring the barbarous practice of an indiscriminate, constant and severe use of the rod in schools. He says, 'Tell me, I pray you, if you planted a young tree in your garden, and were presently to shut it up so closely on every side, that it could nowhere put out its branches; what sort of a sapling would it prove to be, when, at a year's end, you came to set it free? Truly, a worthless one, with intertangled boughs; and this from no fault except your own, in having so unreasonably cramped it. So it is with your scholars. You keep them under a perpetual constraint by fear, by threats and stripes, so that they are not allowed to enjoy any liberty. And therefore, their thoughts and desires grow up like thorns; and they resist obstinately every means which you administer in correcting them. They never perceive in you any thing of love; any thing of compassion; any thing of benevolence or kindness towards them; but are persuaded it proceeds from malice;

hence, their dispositions being contorted, suspicion and hatred grow with their growth.

"'But admit,' says Anselm, 'that your intention is to form them to good manners by blows and stripes; did you ever know a goldsmith form a plate of gold or silver into a goodly shape, by merely hammering it? I think not, indeed! But how then? To the end that he may bring his plate into the form desired, he, with his instrument, gently presses it, and taps it gently and carefully; and with gentle touches smooths and shapes it; and so must ye, — if ye desire to accomplish children in good learning; — ye must bestow upon them the alleviation and the aid of paternal compassion and kindness as well as the use of stripes.'"

A Short Sermon. — *How to make Money.* — Do you complain that you have nothing to begin with? "Tom," you say, "has a farm, and Harry has one thousand dollars, but I have nothing." I say to you, Look at your hands, and tell me what they are worth. Would you take one thousand dollars for them, or for the *use* of them throughout your life? If you can make half a dollar a day with them, it would not be a bad bargain, for that sum is the interest of more than two thousand dollars; so that if you are industrious, and Harry is lazy, you are more than twice as rich, and are fairly worth four thousand dollars. Money and land, therefore, are not the only capital with which a young man can begin the world. If he has good health, and is industrious, even the poorest boy in our country has something to trade upon; and if he be, besides, well educated, and has skill in any kind of work, and, add to this, moral habits and religious principles, — so that his employers may trust him, and place confidence in him, — he may then be said to set out in life with a handsome capital, and certainly has as good a chance of becoming independent and respectable, and, perhaps, *rich*, as any man in the country. "Every man is the maker of his own fortune." All depends upon setting out upon the right principles, and they are these: —

1. *Be industrious*, — Time and skill are your capital.
2. *Be saving*, — Whatever it be, live within your income.
3. *Be prudent*, — Buy not what you can do without.
4. *Be resolute*, — Let your economy be always of to-day, not to-morrow.
5. *Be contented and thankful*, — A cheerful spirit makes labor light, and sleep sweet, and all around *happy*, all which is much better than being *only rich*. — *Apprentices' Companion.*

"How strikingly the course of nature tells,
By its light heed of human suffering,
That it was fashioned for a happier world!"

Messrs. Jacob and C. E. Abbott, in their "MOUNT VERNON ARITHMETIC," give the following directions and examples, on the subject of teaching addition: —

ADDITION.

CARRYING.

The teacher is to explain to the class that, in writing numbers, the first place on the right is the *units'* place; the second is the *tens'* place; and the third is the *hundreds'* place. These three places constitute what is called *the first period.* Then ask the following questions, the class answering generally together, but sometimes one by one, that it may be certain that every individual understands the principle involved.

QUESTIONS TO BE ASKED IN THE CLASS.

If you have added up the units' column, and it amounts to 27, how much is there to be set down in the units' place? how much to be carried to the tens'? If the amount is 28, how much for the units' place? how much for the tens'? 37? 38? 47? 48? 57? 58? 67? 68? 77? 78? 87? 88? 97? 98? 7? 8? 17? 18? 15? 14? 16? 13? 12? 11? 30? 40? 50? 60? 70? 80? 90? 1? 2? 3? 4? 5? 6? 7? 8? 9? 10? 11? 12? 13? 14? 15? 16? 17? 18? 19? 20? 21? 22? 23? 24?

The above questions, and others of a similar character, should be practised until all the class are perfectly familiar with the answers in every case.

If you have added a column of tens, and the amount is 37, how much is there to be set down in the tens' place? How much to be carried to the hundreds'? 38? 47? 48? 57? 58? 67? 68? 77? 78?

A certain number of the following examples should be assigned in class-meeting, as the lesson. They should be read and explained, so far as to make it certain that all the class understand exactly how they are to be performed; the class are then to be desired to transcribe the questions successively on their slates, in a neat and fair hand, with the work pertaining to each underneath it, the several numbers having words of explanation annexed, in the manner shown below. At the outset, the pupils should be taught to set down the numbers that are to be carried, in a line left for this purpose immediately under the column, as is exemplified in the examples given below. Their having these numbers thus preserved, will be the proof that they have actually performed the work assigned. At the next class-meeting, the work should be brought in and inspected by the teacher; the good efforts

should be commended, whatever may be the degree of success; faults and mistakes should be corrected quietly, without calling particular attention to them.

EXAMPLES.

1. A gentleman once took his son and daughter out in a boat upon a pond. He gave 20 cents for the use of the boat, 29 cents to a man to row them, and 45 for some cakes. What did all cost?

WORK UPON THE SLATE.

(1.)

For the boat, ...	20	cts.
The man, ...	29	"
Refreshments, ...	45	"
Amount carried,	1	
Total,	94	cts.

2. A girl once had a portable writing-desk sent her as a present. It was unfurnished. She bought two sticks of sealing-wax and some wafers for 18 cents, an ink-stand and sand-box for 25 cents each, two quires of letter-paper for 37 cents, and a handsome paper-folder for 50 cents. How much did all cost her?

(2.)

Sealing-wax and wafers, ...	18	cts.
Ink-stand, ...	25	"
Sand-box, ...	25	"
Letter-paper, ...	37	"
Paper-folder, ...	50	"
Amount carried,	2	"
Total,	1,55	

3. The desk itself had cost $7,50, and her father gave her a knife, which cost 87 cts. What then did the desk and all its contents cost?

Explain to the class the meaning of the character $, and also, that any number of dollars may be written as if it were so many hundred cents.

(3.)

Desk, ...	7,50
Knife, ...	87
Her expenditures, as above,	1,55
Amount carried,	11
Total,	9,92

[From the Boston Recorder.]

INTELLIGENCE IN YOUNG MEN.

THE extracts which follow are from a Lecture delivered by Rev. Mr. Murray, of Elizabethtown, N. J., before a Young Men's Association in Troy. The subject of the lecture was, the duties of young men, resulting from the privileges which they enjoy in this age and nation. *Intelligence* is held up as an indispensable prerequisite to enable young men to meet their responsibilities. And, in order to convince his young hearers that intelligence is not beyond the reach of any, but that a desire to obtain it, and industry in the pursuit, are all that is needed, the lecturer makes the following statements: —

"Sir Edward Saunders, chief-justice of England in the reign of Charles the Second, was once a poor beggar boy, strolling about the streets, without any knowledge of his parentage. Sir Thomas Gresham, who, under the patronage of Elizabeth, became the founder of the Royal Exchange, in London, was the son of a poor woman, who, while he was an infant, abandoned him in the fields; and his life was preserved by the chirping of a grasshopper, which attracted a little boy to the place where he lay. Nicholas Sanderson, the celebrated mathematician, lost his sight when he was a year old, by the small-pox. Assisted by his friends, he pursued his studies. He became lecturer on optics in Cambridge; he was the bosom friend of Newton; he was elected professor of mathematics; and is one of the most acute and learned commentators of the Principia. Our own Hamilton was the office-boy and runner of his early patron. William Jones, the friend of Madison and Jefferson, once secretary of the navy, and first president of the United States Bank, served his apprenticeship to a ship-builder.

"Nor let it be said that for its acquisition you have no time. This is not true. Think of the time that you trifle away! After the labors and duties of the day are ended, how do you spend your evenings? When business is dull, and leaves at your disposal many unoccupied hours, what disposition do you make of them? I have known, and now know, many young men, who, if they devoted to any scientific, or literary, or professional pursuit, the time they spend in games of chance, and lounging in bed, and in idle company, might rise to any eminence. You have all read of the sexton's son, who became a fine astronomer by spending a short time every evening in gazing on the stars after ringing the bell for nine o'clock. Sir William Phipps, who, at the age of forty-five, had attained the order of knighthood, and the office of high sheriff of New England, and governor of Massachusetts, learned to read and to write after his eighteenth year, and whilst learning the trade of ship-carpenter, in Boston. William Gifford, the great editor of the Quarterly, was an apprentice to a shoemaker, and spent his

leisure hours in study. And because he had neither pen nor paper, slate nor pencil, he wrought out his problems, on smooth leather, with a blunted awl. David Rittenhouse, the American astronomer, when a plough-boy, was observed to have covered his plough and the fences with figures and calculations. James Ferguson, the great Scotch astronomer, learned to read by himself, and mastered the elements of astronomy, whilst a shepherd's boy, in the fields, by night. And perhaps it is not too much to say, that if the hours wasted in idle company, in vain conversation, at the tavern, were only spent in the pursuit of useful knowledge, the dullest apprentice in any of our shops might become an intelligent member of society, and a fit candidate for most of our civil offices. By such a course, the rough covering of many a youth might be laid aside; and their ideas, instead of being confined to local subjects and professional technicalities, might range throughout the wide fields of creation."

LETTER FROM JOHN QUINCY ADAMS.

QUINCY, Mass., *Aug.* 19, 1845.

DEAR SIR;—I have received your letter of the 13th instant, and shall deem myself honored by the inscription to me of your introduction to the proposed publication of the Reverend B. I. Lane's work on TOBACCO AND ITS MYSTERIES. In my early youth, I was addicted to the use of tobacco in two of its mysteries, smoking and chewing. I was warned by a medical friend of the pernicious operation of this habit upon the stomach and the nerves; and the advice of the physician was fortified by the results of my own experience. More than thirty years have passed away since I deliberately renounced the use of tobacco in all its forms; and although the resolution was not carried into execution without a struggle of vitiated nature, I never yielded to its impulses; and in the space of three or four months of self-denial, they lost their stimulating power, and I have never since felt it as a privation.

I have often wished that every individual of the human race afflicted with this artificial passion, could prevail upon himself to try but for three months, the experiment which I have made; sure that it would turn every acre of tobacco-land into a wheat-field, and add five years of longevity to the average of human life.

I am with great respect, dear Sir,
Your friend and Christian brother,
JOHN QUINCY ADAMS.

It was finely and forcibly said, in the rhetorical language of the venerated Stoughton, that "God sifted a whole kingdom for the wheat which was sown in the American wilderness."

STATISTICS OF EDUCATION.

	Whole No. of Persons who cannot read and write.	*Proportion to whole Population of each State.*
Vermont,	2,270	1 in 120
Maine,	3,240	1 in 154
New Hampshire,	942	1 in 302
Massachusetts,	4,448	1 in 121
Rhode Island,	1,649	1 in 267
Connecticut,	1,526	1 in 588
New York,	44,452	1 in 54
New Jersey,	4,832	1 in 77
Pennsylvania,	33,940	1 in 50
Delaware,	4,382	1 in 16
Maryland,	11,604	1 in 40
Virginia,	58,787	1 in 40
North Carolina,	56,609	1 in 13
South Carolina,	20,615	1 in 29
Georgia,	30,717	1 in 23
Alabama,	22,592	1 in 26
Mississippi,	8,360	1 in 45
Louisiana,	4,861	1 in 42
Tennessee,	58,531	1 in 14
Kentucky,	40,018	1 in 19
Ohio,	35,394	1 in 46
Indiana,	38,100	1 in 18
Illinois,	27,502	1 in 18
Missouri,	19,457	1 in 19
Arkansas,	6,567	1 in 15
Michigan,	2,173	1 in 98

SCHOOL BOOKS.

THE GRAMMATIC READER, No. I. By Edward Hazen, A. M. New York: J. S. Redfield. 1845.

PICTORAL DEFINER. Part II. With relative and associated Words. A new and original Work. By Elizabeth Cram. New York: J. C. Riker. 1845.

THE Summer Term of the State Normal School at West Newton will commence on Wednesday, the sixth day of May, at 8½ o'clock, A. M.

Candidates for admission will be examined at Normal Hall, immediately after the close of the morning session. Each one must bring a certificate of good moral and intellectual character, and of sound health.

C. PIERCE, *Principal.*

West Newton, March, 1846.

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